

**THE INFLUENCE OF USING BINGO GAME TOWARDS STUDENTS
VOCABULARY MASTERY OF THE EIGHTH GRADE
AT THE FIRST SEMESTER OF SMP NEGERI 1
BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2018/2019**

**A Thesis
Submitted as Partial Fulfillment of
the Requirements for S1-Degree**

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ABSTRACT

THE INFLUENCE OF USING BINGO GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 BANDARLAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

Mirayana

Vocabulary is very important in language. Without vocabulary people cannot develop the language skills namely, listening, speaking, reading and writing. The students' vocabulary mastery in SMP Negeri 1 Bandar Lampung is still low. The objective of this research was to know whether there was an influence of using Bingo Game towards students' vocabulary mastery at the first semester of the Eighth grade of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

The research methodology was quasi experimental design with the treatment held in three meetings for each class and it consisted of one meeting for pretest, three meetings for treatment and one meeting for posttest. In the experimental class the researcher applied Bingo game as treatment and in control class the teacher applied Crossword puzzle. The population of this research was eighth grade students of SMP Negeri 1 Bandar Lampung. In collecting the data, the researcher used test. The researcher took the sample by using cluster random technique and the researcher determine that VIII 3 as the experimental class and VIII 4 as the control class. The researcher used instruments, pre-test and post-test. The instrument of this research was vocabulary test. After giving the post-test, the research analyzed the data by using SPSS to compute independent sample t-test.

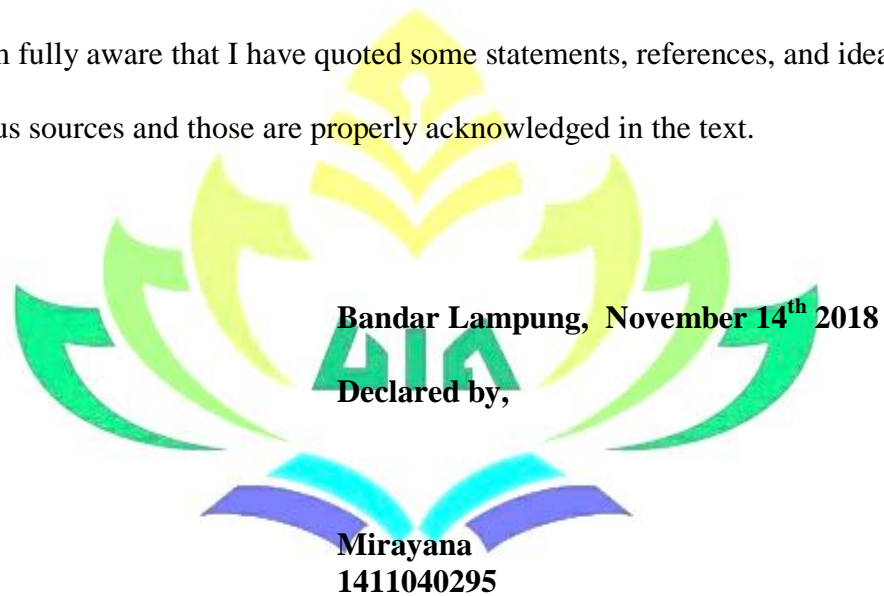
After the researcher analyzed the data by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was $0.000 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was influence of using Bingo game towards students' vocabulary mastery at the first semester of the eighth grade of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

Key Word: Bingo Game, Experimental Design, Vocabulary.

DECLARATION

I hereby state that this thesis entitled: The Influence of Using Bingo Game towards Students Vocabulary Mastery at the First semester of the Eighth Grade of SMP Negeri 1 Bandar Lampung in the Academic Year of 2018/2019 is completely my own work.

I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, November 14th 2018
Declared by,
Mirayana
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A thesis entitled: **“THE INFLUENCE OF USING BINGO GAME TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE SMP NEGERI 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019”**, by: **MIRAYANA, NPM: 141140295**, Study Program: English Education, was tested and defended in the examination session held on: **Tuesday, November 6th 2018**

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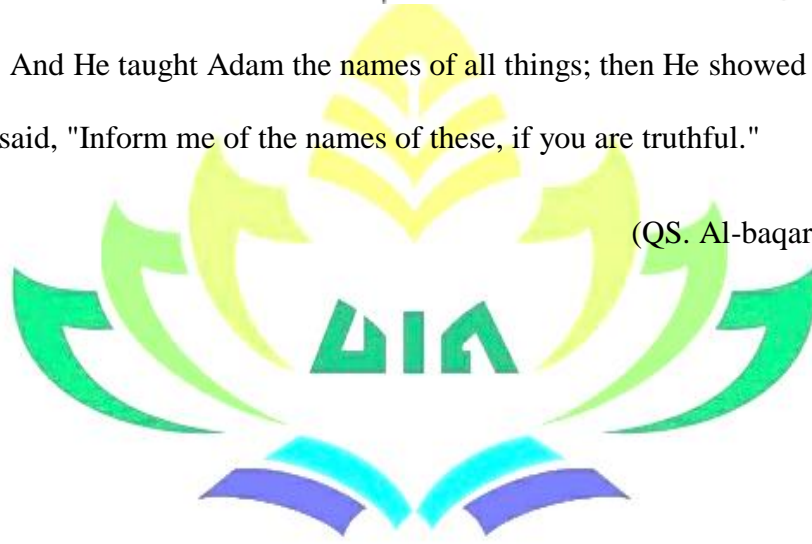
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ
أُنَبِّئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

meaning : And He taught Adam the names of all things; then He showed them to the angels and said, "Inform me of the names of these, if you are truthful."

(QS. Al-baqarah:31)



DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The greatest inspiration in my life, my beloved father and mother Mr. Zamhir and Mrs. Ilawati for their endless love, support, patience, and guidance. May Allah Almighty pour love and devotion back within His never ending.
3. My beloved brothers, Ruspan Efendi and Rayen Yoga Iswara all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support and love for me.
4. My beloved almahasiswa UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The researcher name is Mirayana, She was born in Liwa West Lampung on June 6th, 1996. She is the thirth of four children of Mr. Zamhir and Mrs. Ilawati. She has two brothers named Ruspan Efendi and Rayen Yoga Iswara.

The researcher graduated from SD Negeri 1 Padang dalom (Elementary School) in 2008, and then she continued her school to SMP Negeri 1 Liwa (Junior High School) and graduated in 2011, and she continued her study in SMK Negeri 1 Liwa (Vocational High school) and she graduated her study in 2014.

After she had successfully graduated from her vocational high school, then in 2013 she came to Bandar Lampung to continue her study and she decided to enter UIN Raden Intan Lampung Majoring in English Education Study Program.

The Researcher

Mirayana

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First of all, praise is to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “The Influence of Using Bingo game towards Students’ Vocabulary Mastery at the Eighth Grade of SMP Negeri 1 Bandar Lampung at First Semester in the Academic Year of 2018/2019” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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- Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, 2018
The Researcher
Mirayana

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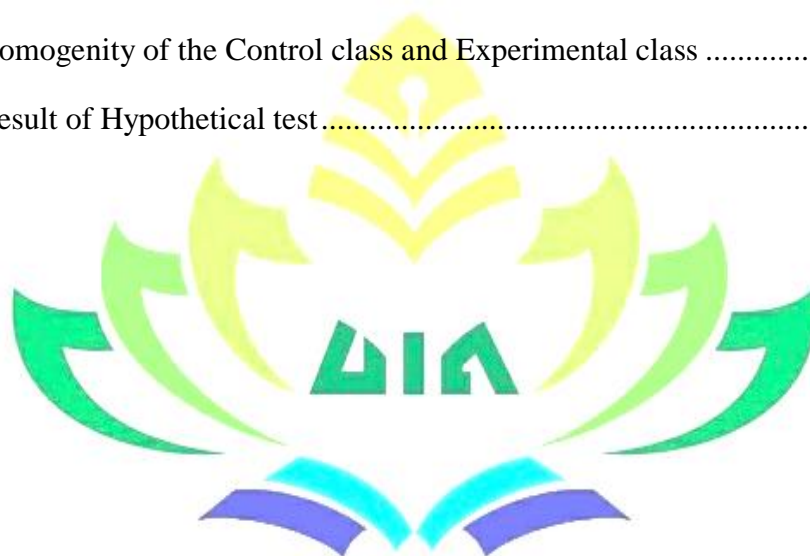
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is important for human being, without language they cannot communicate each other.¹ It means that language is the most important element for humans, If we master a foreign language, we can certainly carry out the communication well. Language is used to communicate. Sometimes, we cannot communicate with other by using our language to other people from different countries because not all of them know and understand the language we use.

However there are many language in the world we can use to share information in order that we can communicate more widely among nations in the world. Therefore, we need an acceptable language to use as an international language. In addition, English has been used by almost all countries in the world either as native (primary), second of foreign language. Such as the hadith narrated by Baihaqi from Jabir in the book "Az Zuhud", Rasulullah SAW said:

من عرف لغة قوم سلم من مكرهم

"Whoever learns the language of a Nation, then he will survive from their deceit".

The hadith above has a meaning that studying the language is very important to anyone who learns and master a language then he will not be easy to be cheated or

¹Noel Burton-Roberts. *Analysing sentences*. London, longman, 1986. p.241

deceived by citizens of the nation. This is the word of some scholars, The meaning contained in this saying is true, because whoever learns the language of a people and then associates with them, then he will know their speech, and be safe from their deceit.

Language takes an important role in communication. Someone needs language for communication, course, knowledge and skills, takes education and establishes relation with other people. English is the first foreign language that is taught in teaching and learning process from elementary school as a local content subject until university as a primary subject.

English teaching covers four skills, namely listening, speaking, reading and writing. The four skills are supported by the learning of language elements. They are structure, vocabulary, pronunciation and spelling. One of the important aspects to be learned in language learning is vocabulary, and it is major core in studying a foreign language.² It means that vocabulary is very influential to English learners in their efforts to learn the language. It can be considered as the basis for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot either understand a reading text or produce a writing text. Without sufficient vocabulary, the learner cannot either comprehend a speech or produce an

²Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman,2002)
p.17

utterance. In short, it is imperative for the learners to have adequate vocabulary in order to communicate well.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. The most ambitious goal is to know all of the language. This is very ambitious because native speakers of the language do not know all the vocabulary of the language. There are numerous specialist vocabularies, such as the vocabulary of nuclear physics or computational linguistics, which are known only by the small groups of people who specialist in these areas.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discourage from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading, or watching television.³ It means that vocabulary is a major component of language skills that can give many basic learners speak, listen, read and write. Because without a vocabulary and a good strategy can take advantage of language learning that can be started from the surrounding environment of course they will get into trouble.

³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (New York: Cambridge University press 2008), p. 255

Based on the research at SMP Negeri 1 Bandar Lampung on August 1st until 30th 2018, the researcher found that students of SMP N 1 Bandar Lampung of the eight class had not adequate vocabulary. It was found by interviewing the teacher there, Susi Kurniati, M.Pd as an English teacher in SMP N 1 Bandar Lampung said that the students' vocabulary was still low, so they were felt embarrassed and afraid to express their idea. There are many causes of it such as the students not interested understanding vocabulary.

Based on the phenomena above, the researcher tries to find the effective solution to know the students' Vocabulary by using Bingo Game in the teaching learning process. Bingo game is kinds of word game which is effective way to teach vocabulary, help students review vocabulary, and ideal tool in assessing teaching English especially vocabulary consists of card instruction.

Based on the previous research that was done by Febriyansyah with title Improving students' vocabulary mastery through Bingo game for grade X of SMAN 4 Purworejo in the academic year of 2014/2015. The research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process. Because by seeing the result of the data calculation

where showed that the mean of students' vocabulary score in the pre-test and post-test (64.3 to 89.1).⁴

Another research that was done by Munawaroh the effectiveness of bingo game towards students' vocabulary on the fifth graders vocabulary mastery at the fifth grade of IAIN Tulungagung in the academic year 2013/2014.⁵ The result of this research there is significant difference in the vocabulary score before teaching using bingo and after teaching using bingo game. It means that teaching using bingo game is effective in increasing vocabulary mastery.

The last one was done by Yuti Royani improving the students pronunciation skill through bingo game at sixth grade of Al falaah Islamic Elementary School Sawah baru Ciputat tangerang.⁶ The result of this research is the research findings showed that vocabulary mastery of most students improved after Bingo Game was used in the teaching and learning process pronunciation. The differences between this research and the previous research are the researcher focuses on the influence of using bingo game towards students' vocabulary mastery. While the previous research form Febriyansyah focus on the increasing vocabulary mastery using bingo game.

⁴ Imas Febriansyah. *Improving students' vocabulary mastery through bingo game* for grade VIII of SMAN 4 Purworejo in the academic year of 2014/2015. The degree of *Sarjana Pendidikan* available at <http://eprints.uny.ac.id/29738/1/Skripsi%20imas%20febriyansyah%2810202244092%29.pdf> Accessed on January, 14th 2018

⁵ Nilashofiyatul Munawaroh. *The effectiveness of bingo game towards students' vocabulary on the fifth grade vocabulary mastery* at the fifth grade of IAIN Tulungagung in the academic year 2013/2014. Available on, Accessed on January, 18th 2018

⁶ Yuti Royani *improving students' pronunciation skill through bingo game* at sixth grade of Al falaah Islamic Elementary School Sawah Baru Ciputat Tangerang, Available on <http://perpus.stkipkusumanegara.ac.id/caripustaka.php?lim=550&dat=50&bykdata=229.pdf>, accessed on February, 24th 2018

Then Munawaroh focuses on the effectiveness of bingo game towards students' vocabulary mastery. The last one Yuti Royani focuses on improving the students pronunciation skill through bingo game.

Based on the explanation above, the researcher was conduct the research about The influence of using Bingo games towards students' vocabulary mastery at the first semester of the eighth grade SMP Negeri 1 Bandar Lampung In The Academic Year Of 2018/2019.

B. Identification of the Problem

Moreover, the information from students of the Eighth grade at SMP Negeri 1 Bandar Lampung, they justify that there were many English students of eighth grade who were still have difficulties and problems in mastering vocabulary. It can be seen from phenomena as follows:

1. Some of the students know the vocabulary, but they do not know how to used it correctly.
2. The students had lack of vocabulary, because they were not interested in mastering vocabulary.
3. The teacher only ordered the students to memorize the vocabulary, but the teacher never explain to the students about vocabulary clearly.
4. Most of the students were not interested in learning the vocabulary because the teacher seldom stimulates and motivates the students in mastering the vocabulary.

C. Limitation of the Problem

Referring to the background above and the identification of the problem above, the researcher focused on the influence of using Bingo game towards students' vocabulary mastery at the eighth grade SMP Negeri 1 Bandar Lampung.

D. Formulation of the Problem

Is there any influence of using Bingo games towards students' vocabulary mastery at the first semester of the eighth grade SMP Negeri 1 Bandar Lampung?

E. Objective of the Research

Related to the problem above, the objectives of this research was to know whether is there any influence of using bingo game towards students vocabulary mastery.

F. Significant of the Research

1. Theoretical contribution

For the theoretical contribution, the results of this research would be expected to support the previous theories about the influence of using bingo game towards students vocabulary mastery.

2. Practical contribution

For practical contribution, the result of this research would be expected that the teacher knows the influence of using bingo game towards students vocabulary mastery, also the students could be increased their vocabulary mastery through bingo

game. For the next researcher could be used this game to increased students' vocabulary mastery in different level.

G. Scope of the Research

The researcher limited this research as follows :

1. The subject of the research

The subject of the research was the eight grade students of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

2. The object of the research.

The object of the research was the influence of using bingo game towards students' vocabulary mastery.

3. The place of the research

The place of the research was at SMP Negeri 1 Bandar Lampung.

4. The time of the research

The research was conducted in the first semester in the academic year 2018/2019



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is highly organized system in which each unit plays an important part which is related their parts.⁷ Brown said that language is more than a system of communication. It involves whole person, culture, educational, developmental, communicative process.⁸ It means that this definition stresses on the social functions of language and the fact that humans use it to express on the social functions of language and the fact that humans use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life, language is used to express their thought and feeling. Language is needed to communicate among human beings. Language is a tool of communication, people use it to interact one to another, socially or emotionally how they indicate friendliness, cooperation, etc.

Nowadays, English as one of the international language is one of important languages in this world because almost all countries use English as a communication tool as a native language, a second language, and foreign language. People who are able to communicate in English will get easier to gain more information and

⁷ Lim Kiat Boey, *an introduction to linguistic for the language teacher* (Singapore: Singapore university press 1987),p.437

⁸ H. Douglass Brown, *teaching by principles an interactive approach to language pedagogy second edition*, san Fransisco, Longman, 2001.p.7

knowledge. Today, millions of people want to improve their command of English by different ways such as formal, or informal instruction through studying abroad, media, and internet. In fact, English should be taught in the school especially in Indonesia.

In Indonesia, English is known as a foreign language. The term foreign language in the field of language teaching is different from the second language. English must be taught in order to the students are able to compete in this global era. Many of the requirements, like getting jobs and continuing study, need English skill.

In teaching English as a foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting technique as Brown states, teaching is showing or helping students to learn how to do something, giving instruction in the study of something, providing with language, and causing to know or understand.⁹ It means that English in the most students' mind is something hard to be learned and that is why students get difficulty to practice it in real life situations, in this case, the teachers should be creative to make students enjoyable and interest to learn English in the teaching and learning process.

In the teaching and learning process, the foreign language provides the

⁹ H. Douglas Brown, *teaching principles of language and teaching*,(San Fransisco: practice Hall regents,1994),p.7

students with the skill which enable to communicate orally with the teachers or other people who have learn the language. According to the Richard, he said: “there are three processes in learning a language, receiving the knowledge or materials, fixing in the memory by repetition, and using it in actual practice until it becomes a personal skill”.¹⁰ It means that from the transferring process the material, students who learn a language are expected to be a person have a lot of the knowledge.

Based on the explanation above, it can be concluded that language plays an important role in communication. English as a foreign Language is a process to comprehend about the content of English. It is learned by people through teaching and learning process including transferring the material and knowledge to practice it in real life situation. The teaching learning process will be successful if the teacher knows how to teach it well, the teacher should be able to create technique that is fun in the classroom and it is appropriate for students.

B. Concept of vocabulary

a. Definition of Vocabulary

Vocabulary is one of the most important elements in a language. To speak the language we need to master vocabulary. No matter how well you learn grammar, how successfully the sound of a foreign language is mastered, without words to express a wider range of meanings, communication in the foreign language just cannot happen

¹⁰ Jack Richards, *Approach and methods in language teaching* (2nd ed) (New York: Cambridge University press,2001),p.4)

in any meaningful way. Huebner states that the subject matter of language consists essentially of a stock of words and of the rules that govern the syntax of it is speech pattern, that vocabulary and grammar.¹¹ It means that speech pattern, vocabulary, and grammar, a stock of words and rules govern the syntax is the subject matter of language.

If we look up the meaning of vocabulary in the dictionary, it can be defined as the total number of words that with rules for combining them to make up a language.¹² It means that vocabulary is total number of words that with rules for combining them to make up a language.

From the statements of the several experts above the researcher describes that vocabulary is total number of words or stock of words with rules for combining that contains all about meaning with rules and expression also it is one of the component which guide to successfully communication in the foreign language because words to express a wider range of meanings.

b. Aspects of Vocabulary

According to Harmer there are some aspects of vocabulary that should be taught or mastered by studnets in learning foreign language, they are as follows:¹³

¹¹ Theodore Huebner, *How to teach foreign language effectively (revised ed)* (New York: new York university press, 1959),p.86

¹² A.S Hornby in A.M Zaenuri, *Vocabulary I* (Jakarta: UIN Jakarta Press,2000)p.1

¹³ Jeremy Harmer, *The Practice of English Language Teaching*, (London: Cambridge, 1998)p.18

a. Word Meaning

The least problematic issue of vocabulary, it would seem, is meaning.

According to Harmer word meaning include:

1) Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain.

2) Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

3) Synonym

It means that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

4) Hyponyms

It means items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

5) Connotation

A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual

content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

b. Word Use

Harmer says, it is frequently stretched through the set of metaphor and idiom. We know that the word *hiss* for example, describes the noise that snakes make. But we stretch its meaning to describe the way people talk to each other (“*Don’t move or you’re dead,*” she hissed). That is metaphorical use. At the same time, we can talk about treacherous people as snakes (*He’s real snake in the grass*). *Snake in the grass* is a fixed phrase that has become an idiom, like countless other phrases such as “*raining cats and dogs, my house is castle, etc*”.

c. Word Formation

According to Harmer, students have to know things about word formation and how to change words to be compatible with different grammatical contexts. Word formation is also connected with suffixes and prefixes (im-, or in-) such as *imperfect and perfect, inappropriate and appropriate*, etc. Word form then means knowing how words are written and spoken form. The students need to know words are spelled and how they sound. For example, there is a clear relationship between the words *death and dead, dying and die*, etc.

d. Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. Such as make a distinction between *countable* and *uncountable noun*. The former can be both singular and plural. We can say *one chair* or *two chairs*, etc.¹⁴

From those statements, it can be concluded there are some aspects of vocabulary: they are word meaning, word use, word combination, and word grammar. In this research the researcher will focus on the word meaning, word use, and word combination were suitable with the syllabus of the English

e. Types of vocabulary

Vocabulary has some types that need to be learned. There are types of vocabulary that are explained by the expert. According to Thornbury, words fall into one of eight different word classes;¹⁵

1. Verb is a word which can be used with a subject to form the basis of a clause. In clauses, verb often consist of an auxiliary verb + infinitive or participle. Example: will go. Most verbs refer to actions, events or states.

¹⁴ *Ibid*, pp. 18-21

¹⁵ *Op Cit*, p.3

2. Nouns are most often the name of people or things. Personal names (e.g. *George*) and place names (e.g. *Birmingham*) are called proper nouns; they are usually used without articles.
3. Adjectives are used when we describe people, things, events, etc. Adjectives are used in connection with nouns and pronouns. Example: grape, apple, lemon.
4. Adverbs; a word like tomorrow, once, badly which is used to say. Example: when, where, or how something happens.
5. A pronoun is a word like it, yourself, their, which is used instead of a more precise noun or noun phrase (*like the cat, peter's self, the family's*). the word pronoun can also be used for a determiner when this includes the meaning of the following noun which has been left out. Example: I will take these.
6. Prepositions are word like *on, off, of, into*, normally followed by noun or pronoun.
7. Conjunction is a word like *and, but* although, *because*, when, if which, can be used to join clauses together. Example: *I rang because I was worried.*
8. The determiner is one of a group of words that begin noun phrases. Determiner includes *a/an, the, my, this, each, either, several, more, both, all*.

In conclusion, word clauses divided in eight kinds, such as verb, noun, adjective, adverb, pronoun, preposition, conjunction and determiner. In this research, the researcher will focus on verb and noun. The reason of researcher focuses on verb and noun as according to learning material syllabus English of the eight grade at the

second semester that is short and simple descriptive text, about people, animals, and things and oral and written text that states and ask about action.

a. Concept of Verb

Verb is the most complex part of speech. It is varying arrangements with nouns determine the different kind of sentences statements, question, commands, exclamations. ¹⁶ according to Frank, types of verbs are predicting or linking verb, and transitive or intransitive verb. ¹⁷

a) Predicating or Linking Verb.

A predicating verb is the chief word in predicate that says something about subject. The predicating word has traditionally been called a verb of action, for example: babies *cry*, she *wrote*, I *drive*. Linking verb is a verb of incomplete prediction. Linking verb is also called copulative verb. The more common of linking verb are appear , be, become, get, look, remain, seem, feel, taste, smell, sound. For example : the news *sounds* interesting.

b) Transitive or intransitive verb.

A transitive verb takes a direct object. For example; He is reading a book. While an intransitive verb does not require an object. For example: the train arrived late last night.

¹⁶ Marcella frank, *Modern English a Practical Reference Guide* (new jersey; Prentice-Hall,1972),p. 47

¹⁷ *Ibid*, p.48-49

describing an action, experience or state that it is own grammatical rule of the use in a sentence.

b. Concept of Noun

Swan says that noun is the name of a thing. Meanwhile, Frank stated everything that exists has a name, whether you can see it or not.¹⁸ It means that noun is related to the name of something like people, place, plant, and others. For example : Richard, Student, house chair, rose, cow, honesty.

From the statement above, the researcher concludes that noun is one of the most important part of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts. According to Frank, he also stated some nouns may belong to more than one of the types, they are:

a. Proper noun

Begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers, etc. Names of nationalities and regions, names holidays, example : (Mr. John Smith (name personal), Canada (name of city) etc.

¹⁸ Barbara Dykes, *grammar for everyone* (Cambewell: Acer press, 2007), p.22

b. Concrete and Abstract Noun

A concrete noun is a word for a physical that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of –s (one girl, two girls, one book, two books). An uncountable noun is not used in plural. There are words for concrete objects stated in a undivided quantity (iron, sugar, sand, soil).¹⁹

Based on the statement the concept of noun, noun is using to name life things, unlied things, and even abstract things. Noun also has type or kind, there are seven kinds of noun namely ; proper nouns, concrete nouns and abstract noun, countable and uncountable noun, collective noun and common noun. Proper noun is a specific noun that is created with capital letter in front of word. This noun is presenting the specific things like name of people, place, day and institution. Meanwhile, concrete nouns are a noun that can be felt with sense. It can be seen, felt, listened, and smelt. Abstract nouns are reverse of concrete nouns. An abstract noun cannot be felt with human sense, it is like strength, weakness, and honestly. Countable nouns are noun that can be calculated. This noun is divided into two kinds, they are singular and plural. While, uncountable noun is a noun that cannot be calculated, it reverses of countable

¹⁹ Marcella frank, *Op.Cit.* 6-7

noun. All nouns can be further classified as proper or common. In this research the researcher only focuses on proper noun and countable and uncountable noun.

It can be conclude that noun is one of the most important part of speech that can be used name of people, place, plant, object, animal, quality and abstract concepts, which has three types there are : Proper noun, Concrete and Abstract noun, and Countable and Uncountable noun.

C. Concept of Vocabulary Mastery

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.²⁰ It is supported by Thornbury, he states that without grammar very little thing can be conveyed, without vocabulary nothing can be conveyed.²¹ It can be concluded that vocabulary has big contribution for supporting the success of learning English and it is crucial component because it provides learners how well they speak, listen, read, and write.

Vocabulary should be mastered in language learning especially in teaching and learning English as a Foreign Language, vocabulary can be presenting or explaining in all kinds activities. According to Kridalaksana vocabulary represents: (1) language component claiming all information about the meaning and word usage

²⁰ Jack C. Richards, *Curriculum development in language teaching* (New York: Cambridge university press,2001),p.4

²¹ Scott Thornbury, *how to teach vocabulary* (Edinburgh: Pearson Education Limited Edinburgh Gate,2002),p.144-160

(2) vocabulary mastery of the speaker or writer of a language.²² It means that in teaching and learning English vocabulary is one of the most important things to mastered by students.

According to Guskey, mastery is a term that all educators use and believe they understand well.²³ While oxford English dictionary defines mastery as comprehensive knowledge or skill in particular subject or activity.²⁴ It means that mastery is comprehensive knowledge which means an action shown the skill or activity of using and understanding vocabulary well.

From some definitions above, the researcher concludes that vocabulary mastery is the students ability to use words of language that they have learned in certain situation which they have experienced in their live, it becomes one of the requirements for them to understand vocabulary well. The vocabulary mastery also know the types of vocabulary mastery, and understand with aspects such of vocabulary mastery as word meaning, word use, and word combination. In this research, the researcher focused on Verb and Noun.

D. Concept of Teaching Vocabulary

The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words,

²² Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta: PT. Gramedia Pustaka,2008), p.142

²³ Thomas R. Guskey, *Getting Students to Master. EL Journal, December 2013/ January 2014 Volume 71 Number 4*, p.18, Accessed on February 26th 2018

²⁴ Oxford *Advance Learner's Dictionary*. (Oxford: Oxford University Press,2000),p.271

but it should be more than that. Teaching English vocabulary is one of the effective way to make students to be able to communicate well in English. The students have to memorize their new words into mind. As have been explained that vocabulary is important in language. It is useful that through vocabulary students can arrange their own language which appropriate in the context.

Vocabulary is the basic element of language to understand the language, the learner should know the complexity of words. Moreover, the teacher should decide how to teach vocabulary on the class. According to Scott Thornbury here are four of factors that have related on teaching set of words are considering by the teacher :

1. The level of the learner, it means that the teacher should give the material that is proper to the level of the students.
2. The learner likely familiarity with words, it means that the degree of familiarity should be known first by the teacher before he or she teaches the students.
3. The difficulty of item, it should be proper to the students level.
4. Their teach ability whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).²⁵

From the statement above the researcher can conclude that the students have different level and teacher encourages their students to gain success in learning the language. There are many ways on teaching vocabulary mostly English teacher uses. Such as game, picture, song, etc. Teacher knows that in presenting the new

²⁵ Scott thornbury, *how to teach vocabulary, Malaysia:longman,2002,p.75-76*

vocabulary the English teacher cannot give the students list of words, but they should be they should be creative to manage and introduce the words with a good and appropriate way.

E. Concept of Game

A game is a structured activity, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more concerned with the expression of ideas, it is stated by broadly.²⁶ It means that a game should make students interest in learning English and they was enjoy English through game. Games should be fun and always like playing.

Based on the statements above, the writer assumes that using game can motivate students to practice their English in real-life situation by taking part actively in the classroom. By practicing English, the students can increase their vocabulary. Bingo game is a great game, especially to review give a new vocabulary to the students. I think if students can describe / explain words, then it is a good sign for the teacher that they have learned or are learning the vocabulary.

In English teaching and learning process, the activity is going on easily and interesting so that the students are enjoyable. When we hear about “Game”, our mind

²⁶ Broadly. (<http://Tel.org/wiki/products/ne-/ESO419.html> accessed on (sunday, January 28th, 2018)

thinks that something is enjoyable, interesting and competitive. It is supported to Hadfield who says that game is an activity with rules, a goal, and element of fun.²⁷ Game can be used in teaching a language as motivation to learn it. Games are enjoyable and encouraging motivation. Wright says that game can help and encourage many learners to sustain their interest and work.²⁸ It means that game help teacher to create context in which the language is useful and meaningful. The students want to take part and in order to do must understand what others saying or have written. And they must speak or write in order to express their own point of view or given information.

Harmer states that games are vital part of teacher's equipment, not only for the language practice but also therapeutic effect they have. They can be used at any stage of class to provide an amazing and challenging respite from other classroom activity, and are especially useful to send the students away feeling cheerful about their English class.²⁹ Furthermore, games are a valuable activity for language learning, especially for young learners.³⁰ It means that students as learners enjoy the game as classroom activity, especially in English class.

²⁷ Jill Hadfield, *Intermediate Communication Game* (England: Addison Wesley Longman, 1996), p.4

²⁸ Andrew Wright, et.al, *Games for Language Learning* (new ed) (New York: Cambridge University Press, 1983), p.2

²⁹ Jeremy Harmer, *how to teach English* (England: Longman, 1998), p.1

³⁰ Guln Yolageldili and Arda Arikan, *effectiveness of using game in teaching Grammar to Young Learners* (Elementary Education Online, 2011), p.2, Accessed On April 12th 2016

Based on the statement above, the researcher concludes that games are an activity with rules that can help and encourage Learner's motivation in the classroom as a fun activity and the alternative teaching technique for the teacher.

F. Concept of Bingo Game

a. Definition of Bingo Game

According to Lopez, Bingo Game is a game which lets the whole class or small groups play. The teacher can serve as the caller, or students can take turns serving as the caller. The caller calls out the definition, then the players have to determine if their bingo card has the word that matches the definition.³¹ It means that Bingo Game is a game played by small or large groups and also, can be used in the classroom which guided by the teacher and serve as a caller.

The Bingo Game is an holistic, experiential strategy which provokes personal reflection. Furthermore, Richardson mentioned that Bingo is one of the most popular of all games, playing vocabulary bingo also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically. Bingo can be played in any content area. It has modified to educate the learners by using bingo game as the alternative the way to teach vocabulary.³² It means that bingo game can make

³¹ Premise Journal ISSN 2089-3345-vol.3 no. 2, october 2014

³² *Ibid*, p.5

students understand vocabulary with fun and not bored because if teacher used bingo game to teach vocabulary student will be easy to understand vocabulary.

Bingo game is the word game that consists of picture and word card, Bingo games are the effective way to teach vocabulary.³³ It means that bingo game is one of the effective way to teach vocabulary that consist of picture and word.

Meanwhile, according to Smith Bingo game is an effective way to help students review vocabulary words as well as learn new words.³⁴ It can be concluded that bingo game also is an effective way to students learn new words and review their vocabulary.

In addition Kavaliuskiene adds that Bingo game is an ideal tool in assessing and teaching English especially vocabulary.³⁵ It means that bingo game especially in vocabulary is an ideal tool in assessing and teaching English.

From the statements of several experts above, it can be conclude that Bingo games are kinds of word game which is effective way to teach vocabulary, help students review vocabulary, and ideal tool in assessing teaching English especially vocabulary consists of card instruction.

³³ *Journal of English Language Teaching* ISSN 2302-3198 Volume 5 No. 1 Serie C Published by English Language Teaching Study Program of FBS Universitas Negeri Padang.

³⁴ Bitha Pracandra Ramadhani, *Susanto Journal of English Language Teaching*, ELT FORUM 4 (1) (2015)

³⁵ Mahesh Patil, *Bingo A Number Based Strategy Game* International Journal of Research In Science & Engineering e-ISSN: 2394-8299 Special Issue 7-ICEMTE March 2017 p-ISSN: 2394-8280.

b. Procedures of Bingo Game

According to Richardson the steps in playing vocabulary bingo are as follows:

- a. Students make a bingo card from a list of vocabulary items. (The game works best with at least 20 words.) Students should be encouraged to select words at random to fill each square.
- b. The teacher reads definitions of the words aloud, and the students cover the word that they believe matches the definition. (It's handy to have the definitions on 3-by-5-inch cards and to shuffle the cards between games.) The winner is the first person to cover a vertical, horizontal, or diagonal row.
- c. Check the winner by rereading the definitions used. This step not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask questions.³⁶

Moreover, there is a procedure of Bingo game according to Silberman the steps for Bingo game are as follows:

- a. Each student is given a bingo card (also known as "bingo board" or "bingo worksheet") containing a grid of squares. Each square in the grid is printed with a different word.

³⁶ Andrew Wright, David Betteridge, *Games for Language Learning* (Cambridge University press, 1996), p.116

- b. The teacher, playing the part of bingo caller, reads out the definition for a word. The students then attempt to find the matching square on their bingo card, and if they find it, cover that square with a counter.
- c. The process of teacher reading out definitions, and the students trying to find matches continues until one student achieves a winning pattern (for example a line of five countered covered squares - although the definition of a winning pattern can be varied) and calls out "Bingo!" ³⁷

From the procedures above, the researcher modified the procedure of Bingo game for this research as follows:

- a. The teacher prepares the material.
- b. The teacher gives the material to the students.
- c. The teacher gives some pictures while learning process, and then the students have to understand the vocabulary and memorize it.
- d. the teacher divide students into some groups and prepare list of words.
- e. the teacher gives a bingo card to the group. (the game works best with at least 20 words). the students should write the English vocabulary at random to fill each square with the blank space in the middle of the card.
- f. the teacher reads definitions of the words aloud about every two seconds or so, and ask the students to cross the word that they believe matches with the definition. do

³⁷ Mel Silberman, *Ways to Make Training Active* (England: Addison Wesley Longman, 1996), p.145

not repeat it and once the students do not listen to the teacher vocabulary he/ she will lose it. the winner is the first group to cover a vertical, horizontal, or diaonal and shout Bingo. check Check the winner by rereading the definitions used and ask the students to correct it by themselves. this step it not only keeps everyone honest but serves as reinforcement and provides an opportunity for students to ask question.

H. Strengths and Weaknesses of Bingo Game

a. The Strengths of Bingo game

Using Bingo game has some strengths, they are :

1. Bingo game is a game that suitable for all ages.
2. More motivation for using while learning how to play.
3. Able to help the students remember some vocabularies which are difficult to be memorized.
4. Improve the ability to cooperate with each other (if using groups).
5. Invites students to think quickly
6. Influences students to be more creative and active

b. The weaknesses of Bingo game

Using Bingo games has some weaknesses, they are :

1. Makes the class difficult to be controlled

2. Students will be asked to make games continuously more than the material.³⁸

I. Concept of Crossword Puzzle

a. Definition of Crossword Puzzle

Most of learners enjoy playing games. Most of teachers use games convinced of their value for language teaching. One of language game is Crossword puzzle. Crossword puzzle is simply to apply for teaching vocabulary where this game the players have to produce much more words to make their team win or each player adds a new element. This game gives a chance to open students' thinking freedom and break monotonous situation and make the player enjoy doing it.

Crossword puzzle can be used in teaching learning process. It will be helpful for students to master vocabulary because it is one of the game that is played using word. Karim and Hasbullah state that one of interesting strategy in teaching language is using crossword puzzle.³⁹ Crossword puzzle is more helpful in teaching and learning process. The students will be motivated to join and participate in the activity because they are interested in the game which is used to facilitate learning.

Tarigan states that crossword puzzle is a kind of a play on words by filling in the empty boxes as an answer to the question or question specified in the crossword puzzle. Using crossword puzzle can make the students more focused in learning and

³⁸ Catherine Thomas, *Journal of English Language Teaching* ISSN 2252-6706 ELT FORUM 4 (1) (2015)

³⁹Karim, M and Hasbullah, F, A, 1986. *Language Teaching Media*. Jakarta, Universitas Taerbuka. p: 36

the game can be used in teaching and learning a language. Because they will use their logic to fill in the empty boxes. Crossword puzzle is one form of the games that can be applied in teaching students.⁴⁰ Based on the theory above, the researcher assumed that crossword puzzle is a word game on paper, in which the answers to question called clues are written in rows of squares that cross each other so that some letters are shared.

From the statement above, we can concluded that Crossword puzzle is a game to exercise the mind which is normally takes form of square or rectangular grid of white and shade square. The form of the puzzle consist of two parts. The first part consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally. Using games is an activity with rules a goal and an element of fun. In our daily live, It can be an exercise our mind which is done in our freetime as a filler. In teaching vocabulary, it can be a game which helpsthe students to increase vocabulary mastery.

⁴⁰Tarigan, H.G. 2011. *Pengajaran Kosakata*. Bandung: Angkasa p: 299

b. Procedure of Crossword Puzzle

Crossword puzzle is popular game in the learning English. Some sequences material presentation though crossword puzzle game in the class proposed by Rini as follow⁴¹:

1. Teacher divides the students into some small groups consisting of 3-4 students
2. Teacher gives the crossword puzzle to the students.
3. Teacher explains how the puzzle works and the rules to the students.
4. The teacher asks the students to the puzzle by certain of time.
5. The students are forbidden to work it out of their group.
6. While the students are playing, the teacher will be monitor them.
7. Teacher asks the students to submit their works.
8. Teacher asks them to exchange their works.
9. Teacher asks one students to write the answer on the board, while the others from the same group are spelling the letter

a. Strengths and Weaknesses of Teaching Vocabulary through Crossworad Puzzle

a. Strengths of Teaching Vocabulary through Crossword Puzzle

- a) There are so many vocabularies will appear.
- b) The students are active and busy on the game.
- c) It creates fun and enjoyment lesson.
- d) It creates competitive and cooperative situation.

⁴¹Rini Ayu, *Popular English game*. Jakarta: Pustaka Mina 2008,p.47

b. Weaknesses of Teaching Vocabulary through Crossword Puzzle

- a. The crowded class will happen.
- b. Only the creative students can play this game. ⁴²

H. Frame of thinking

Based on the Preliminary research, it was found out that the students got difficulty when they learned vocabulary. This is because the teacher did not use effective and interesting technique to teach vocabulary. consequently, they got bored and found difficulties to understand the lesson given by the teacher. In other hands, it can be said that they are not motivated to learn vocabulary. On the other said, they might think that the teacher was not competent and increative in teaching vocabulary.

In Bingo Game is the word game that consists of picture and word card the students playing vocabulary, bingo game also lets teachers work with words in a relaxed atmosphere. Bingo is also an excellent game to play as a review. Most of the students enjoy the competition and participate enthusiastically.

In the realization to the teaching of vocabulary and referring to the frame of theories mentioned before, the researcher assumes that Bingo Game is suitable technique for teaching vocabulary because it generally can motivate students in Learning English particualrly vocabulary and gains a better achievement in English subject and spesifically improve students vocabulary mastery.

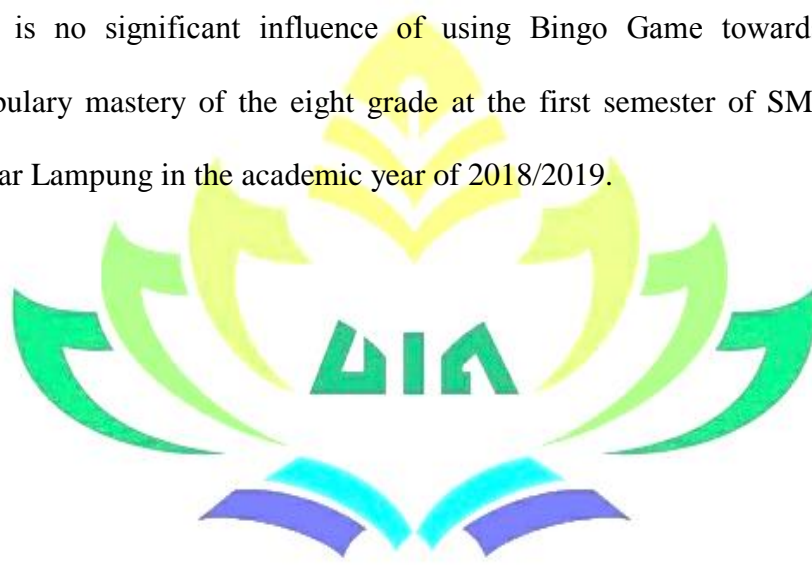
⁴² Agus Supriyadi. *English Riddle & Crossword Puzzle* (bandung: genius publisher,2009),p.138

J. Hypothesis

Based on the theories and frame of thinking above, the writer formulates the hypothesis as follows:

Ha: There is significant influence of using Bingo Game towards students' vocabulary mastery of the eight grade at the first semester of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

Ho: There is no significant influence of using Bingo Game towards students' vocabulary mastery of the eight grade at the first semester of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used experimental research. According to Creswell experimental design is the traditional approach to conducting quantitative research.⁴³ According to Sugiyono, experimental research is a research method used to looking for the influence of a certain treatment towards others in a controlled condition and this research there is treatment.⁴⁴ He also states “There are four kinds of experimental design, namely: Pre experimental, True experimental, Factorial experimental, and Quasi experimental.”⁴⁵ Particularly, in conducted this research the researcher used Quasi experimental was similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject were not randomly assigned to treatment groups.⁴⁶ It means that the researcher chose quasi experimental design because the researcher randoms the class to got the sample of the research.

Based on the explanation above the researcher used two classes, one as experimental class and another as a control class. In experimental class, the researcher taught vocabulary by using Bingo game, while in control class the teacher taught

⁴³ John W, Creswell, Educational Research : Planning, conduting and evaluating quantitative and qualitative research 4th ed, (Boston: Pearson Education, 2012), p. 294.

⁴⁴ Sugiyono, metode Penelitian Pendidikan (pendekatan kuantitatif, dan R & D), (Bandung: Alfabetha, 2013), p.107.

⁴⁵ *Ibid.* p.73.

⁴⁶ Donald Ary, et,al, introduction to research in Education, 8th Ed. (Canada: Cengage Learning, 2010), p.316

vocabulary by using Crossword puzzle of the eighth grade of SMP Negeri 1 Bandar Lampung.

This research was conducted to find out the result of the application of using Bingo Game on students' vocabulary mastery.

Where :

G1 : T1 X T2

G1 = T1 X T2

G2 = T2 X T2

G1 : Experimental Class

G2 : Control Class

T1 : Pre-test

T2 : Post-test

X : Treatments by Bingo game

O : Treatment by Crossword puzzle

B. Variable of the research

There were two variables that had been investigated in this research, they were:

a. Independent Variable

The independent variable in this research was Bingo game that was symbolized by (X)

b. Dependent Variable

The dependent variable in this research was students' vocabulary mastery that was symbolized by (Y)

C. The Operational of Variable

The operational definition of variable were as follows:

1. Bingo Game

Bingo game kinds of word game which is effective way to teach vocabulary, help students review vocabulary, and ideal tool in assessing teaching English especially vocabulary consists of card instruction.

2. Students Vocabulary Mastery

The students' vocabulary mastery is their ability to use or understand the properties of words in English including verb and adjective in the topics of animal, thing, and people.

D. The Population, Sample, and Sampling technique of the Research

a. Population of the research

Population was all subjects of the research. A population would be defined as all members of any well defined class of people, even or subject.⁴⁷ Therefore, the population of the research were the students at the eighth grade of first semester at SMP 1 Bandar Lampung in the academic year of 2018/2019. Total number of

⁴⁷ Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Renika Ciota: Jakarta, 2006), p.143

population were 100 students consist of 3 classes. The distribution of the population of the research could be seen in the following table:

Table 1
Total number of the Eighth Grade Students of SMP 1 Bandar Lampung in the academic year of 2018/2019

No	Class	Sex		Number
		Male	Female	
1	8.3	17	17	32
2	8.4	20	17	32
3	8.5	21	15	36
Total		58	49	100

Source : Documentation of the eighth grade students of SMP 1 Bandar Lampung in the academic year of 2017/2018

b. Sample of the Research

Sample part of the number and characteristics process by the population.⁴⁸ It means the sample is a part of the population and important factor to consider in the study because the sample reflects and determines some distant sample is useful in making conclusion.⁴⁹ Based on the population above, the researcher took two classes as the sample of the research.

c. Sampling technique

To determine the experimental class and the control class, the researcher took the sample from the population of the research by using random sampling technique. As Hadi states, that in cluster sample the samples are not taken individually, but are

⁴⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, Bandung, 2012.), p.81

⁴⁹ Punaji setyosari, *Metode Penelitian dan perembangan*, (Kencana Pradana Media: Jakarta, 2006), p.43

base on the group of the individuals. And the procedure to used cluster random sampling can be used with lottery, ordinal and randomly.⁵⁰ Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample.⁵¹

The researcher used lottery to determine the sample, there were three procedures to took the classes as sample:

1. The first, the researcher write all of the class of the eight grade on some small piece of papers. Then, the small piece of paper role and put into a cup.
2. The second, the cup shaken and took one small piece of rolled paper. It would be a control class.
3. The last, the researcher shaken the cup again and took one small piece of rolled paper, it be experimental class.

E. Data Collecting Technique

In this research the researcher used the data which were takes from:

a. Pre-test

The researcher gave pre test to the students in the experimental class and control class in order to find out students' vocabulary mastery.

⁵⁰ Sutrisno Hadi, *Metodelogy Riset*, (Yogyakarta: Andi press, 2004), p.24

⁵¹ Ag. Bambang Setiyadi, *Metodelogy Riset*, (Yogyakarta: Andi press, 2004), 24

b. Post-test

The researcher gave post test in order to investigate the effect of the treatment towards the students' vocabulary mastery.

F. Instrument of the research

The instrument of this research was test, multiple choice question was used in this research as a tool for tested vocabulary. According to Thornburry, multiple choice tests is the popular way of tested vocabulary.⁵² The number of test instruments are the least amount but sufficient to measure the variable of the research.⁵³ It could be assumed that the number of instruments that used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case was tested vocabulary.

There were four aspects of vocabulary: word formation, word meaning, word use, and word grammar.⁵⁴ Most vocabulary test target only one or two aspects of word knowledge.⁵⁵ In this research used word meaning and word formation as the aspects of the vocabulary test while the type of vocabulary were verb and noun. Verb and Noun were selected because they were the most important part of descriptive text that were suitable with the syllabus.

⁵² Scott Thornburry, *How to Teach Vocabulary*, (Escex : Person Education Limited,2002),p.

⁵³ Sugiyono, *Metode Peneltian pendidikan pendekatan kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta,2012

⁵⁴ Nation, *Learning Vocabulary in Another Language*, (Cambridge: Cambridge university Press. 2001),p.41

⁵⁵ Scott Thornburry, *Op.Cit.*,p.130

Table 2

Table Specification of Pre-test before Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1.	Word Meaning	Noun	Proper	4, 10	1
			Concrete or Abstract	8	5, 9
			Countable / Uncountable	6, 12	7,3
		Verb	Predicating/ Linking	2, 14	11, 13
			Transitive/ Intransitive	18, 20	15, 19
			Finite/ Non-Finite	16	21
2.	Word Grammar	Noun	Proper	22	17
			Concrete or Abstract	24, 26	23
			Countable / Uncountable	30, 34	27, 37
		Verb	Predicating/ Linking	26, 28	25, 29
			Transitive/ Intransitive	31, 32, 36	39
			Finite/ Non-Finite	38, 40	39
Total				20	20
				40	

Table 2.1

Table Specification of Pre-test after Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1.	Word Meaning	Noun	Proper	10	1
			Concrete or Abstract	8	9
			Countable / Uncountable	6,	7, 3
		Verb	Predicating/ Linking	14	11
			Transitive/ Intransitive	20	19
			Finite/ Non-Finite	16	21
2.	Word Grammar	Noun	Proper	22	17
			Concrete or Abstract	2	23
			Countable / Uncountable	12	5
		Verb	Predicating/ Linking	18	15
			Transitive/ Intransitive	24	13
			Finite/ Non-Finite	4	25
Total				12	13
				25	

Table 2.2
Table Specification of Post-test before Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
1.	Word Meaning	Noun	Proper	2, 4, 8	1, 5
			Concrete or Abstract	10	7, 9
			Countable / Uncountable	6	3
		Verb	Predicating/ Linking	18	13
			Transitive/ Intransitive	12, 14	11, 17
			Finite/ Non-Finite	16, 20	15, 19
2.	Word Grammar	Noun	Proper	24, 26	23, 25
			Concrete or Abstract	22	27, 30
			Countable / Uncountable	28	21, 39
		Verb	Predicating/ Linking	32	37
			Transitive/ Intransitive	38, 40	31, 35
			Finite/ Non-Finite	24, 36	33, 39
Total				20	20
				40	

Table 2.3
Table Specification of Post-test after Validity Test

No	Aspect	Subject		Item Number	
				Even	Odd
2.	Word Meaning	Noun	Proper	8	5
			Concrete or Abstract	10	9
			Countable / Uncountable	2	3
		Verb	Predicating/ Linking	18	13
			Transitive/ Intransitive	14	17
			Finite/ Non-Finite	16	19
2.	Word Grammar	Noun	Proper	6	25
			Concrete or Abstract	22	1, 7
			Countable / Uncountable	4	11
		Verb	Predicating/ Linking	12	23
			Transitive/ Intransitive	24	15
			Finite/ Non-Finite	16	21
Total				12	13
				25	

G. Scoring procedure

To get the score, the researcher determined the procedure that used scoring result of this test, and the formulation as following:

$$S = \frac{r}{n} 100$$

Notes:

S : the Score of the test

R : the Total of the right answer

N : the total items

H. Research Procedure

There were three steps in research procedure, they were:

1. Planning

Before the researcher applied the research procedure, the researcher made some plans to run the application well. There were some steps that planned by the researcher. The procedure could be seen as follows:

a. Determining the subject of the research

The subject of the research was the students at the first semester of the eighth grade of SMP 1 Bandar Lampung in the academic year of 2018/2019.

b. Preparing try out

The researcher prepared a kind of test (called try-out test) that gave to the students. The researcher prepared the try-out for pre-test and post-test. The total

number of test were 40 questions. Then, the researcher evaluated the test items to got good items that was given in pre-test and post-test.

c. Preparing Pre-test

The researcher prepared a kind of test (called Pre-test) that was given to the students. The researcher prepared the total number of the test items, which was getting from the evaluation of the try out.

d. Determining the material to be taught

The researcher was determined the material to be taught to the students. The themes of materials about descriptive that divided into describing animal, describing people, and describing place. These materials were based on syllabus at the first semester of the eighth grade.

e. Preparing Post-Test

The researcher prepared a kind of the test (called post test) was given to the students. The post-test was given to know the students' vocabulary mastery after being given the treatment

2. Application

After made the planning the researcher tried to apply the research procedure that had already been planned. There were some steps in doing this research:

a. In the first meeting , the researcher gives the try-out

This test was multiple choice consists of 40 items with 4 options (a, b, c, and d) the number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items that were used in the pre-test.

b. In the second meeting, the researcher gives pre test

The first was multiple choice with 4 options (a, b, c, and d). The number of the test items was determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items that were used in the pre-test.

c. In the third meeting, the writer will conduct the treatment

After given pre-test to the students, the researcher would be conducted the treatment in the experimental class. In the control class the teacher would be conducted the treatment by using crossword puzzle, while in the experimental class the researcher would be gave the treatment by using Bingo Game. Both control and experimental class were given three treatments.

3. Reporting

The last point that was done in this research procedure in reporting they were:

- a. Analyzing the data that were already received from try out test.
- b. Analyzing the data that were already received from pre-test and post test.
- c. Make a report on findings

E. Validity and Reliability of test

1. Validity of the test

a. Content validity

Content validity concerns whether the test is good reflection of the materials that need to be test. Content validity refers to instruments that are parallel with the matter that measure. In this research the test intend to measured students' vocabulary mastery of the eighth grade students of junior high school, the test was given to the students that could be measured students' mastery about vocabulary which was based on what they have learn before based on the curriculum.

b. Construct validity

Construct validity was concerned with whether the test was actually in line with the theory of what it means to know the language. It means that the items should really test the students whether they had measured vocabulary.

c. Item validity

The researcher gave some question to know valid or not the question that gave the students. The item validity used to measure the validity of the test item. In this case, the researcher used ANATES to calculated the data obtained from the try-out to find the item validity of each item.

2. Reliability of the Test

Reliability is a measuring instrument. any states, that reliability of a measurement of the scores obtained how consistent they are for each individual from

one administration of an instruments to another and from one set of items to another.⁵⁶ A good test must have high validity. This could be done by examining the students' vocabulary test to know the reliability of the test. The next step was to compute the reliability of the test.

According to Fraenkel and Wallen, reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instruments to another and from one set of items to another.⁵⁷ Reliability refers to the consistency of the test. The researcher used *Anates* to reliability of test. *Anates* could be helped analysis of item quickly, easy and accurately. *Anates* was necessary in the research to assess the good instrument or not. The criteria of reliability test were:⁵⁸

Table 3
The level of Reliability

0.00 – 0.200	Very low reliability
0.200 – 0.400	Reliability is low
0.400 – 0.600	Medium reliability
0.600 – 0.800	Reliability is high
0.800 – 1.00	Reliability is very high

⁵⁶ Donal Ary, *Op.Cit.*, p.236

⁵⁷ Jack R. Fraenkel and Norman E., Wallen, *how to design and evaluate research in education 7th edition*, (New York: Mc Graw-Hill,2009), p.154

⁵⁸ Suharimi arikunto, *procedure penelitian suatu pendidikan praktik*, (Jakarta: Rineka Cipta,2010),p.310

J. Data Analysis

To analyze the data, the researcher used parametric statistic. In the parametric statistic, there were assumptions which must be fulfilled, they were normality and homogeneity test.

1. Fulfillment of the Assumption

a. Normality test

The normality test was used to know whether the data in the experimental class and control class were normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality.

The hypothesis for the normality test were formulated as follows:

H_0 = The data are normally distributed.

H_a = The data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

H_0 accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test used to determine whether the data obtain from the sample homogenous or not. In this research, the researcher used statistical computation by used SPSS for homogeneity of test. The test of homogeneity of test. The test of homogeneity employing Levene statistical test.

The hypothesis for the homogeneity test were formulated as follows:

H_0 = The variances of the data are homogeneous

H_a = The variances of the data are not homogeneous

While the criteria of acceptance or rejection of homogeneity test were as follows:

H_0 accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical test

If the fulfillment of the assumption normality test and homogeneity test were fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS for hypothetical of test. The purpose of used SPSS in this research was to practicality and efficiency in the study.

The hypothesis were:

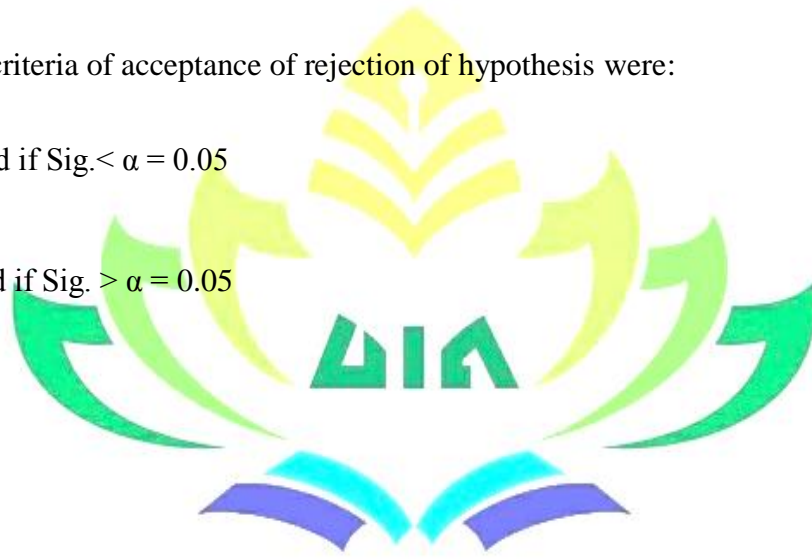
H_a = There is an influence of Bingo game towards students' vocabulary mastery of the eighth grade at SMP Negeri 1 Bandar Lampung in the academic year 2018/2019.

H_o = There is no influence of Bingo game on students' vocabulary mastery of the eighth grade at SMP Negeri 1 Bandar Lampung in the academic year 2018/2019.

While the criteria of acceptance of rejection of hypothesis were:

H_a accepted if $\text{Sig.} < \alpha = 0.05$

H_o accepted if $\text{Sig.} > \alpha = 0.05$



CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

In SMP Negeri 1 Bandar Lampung, there were ten classess at the eighth grade. But in this research only took two classess as experimental and control class. As the result of taking sampling by using random sampling technique, the reasearcher got VIII 3 as G1 (experimental class) and VIII 4 as G2 (control class).

After doing the research, the researcher got the result of the research such as pre-test and post-test. After the researcher gave the pre-test and post-test both experimental and control class, the researcher got the score that would be compared to know whether there was any significant influence for the students' vocabulary mastery after they were given the treatment by using Bingo game.

1. Result of the Pre-test

The pre-test was administered on August, 8th Wednesday 2018 in class VIII 3 as the experimental class and VIII 4 as the control class. After conducting the pre-test both classess, the researcher collected and analyzed the data to know the students' vocabulary mastery.

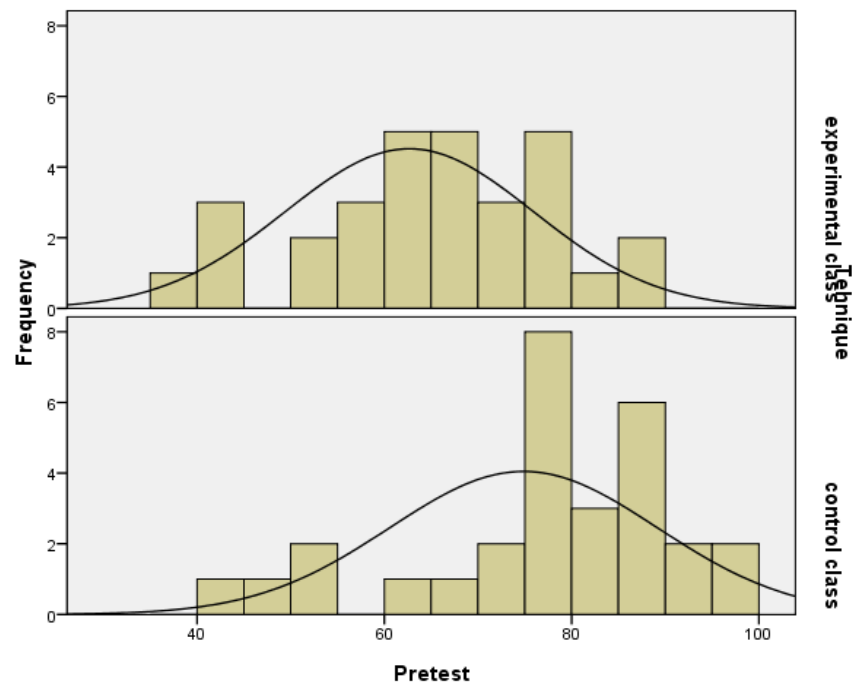


Figure 1

The result of pretest in experimental class and control class

Based on score that was gotten from pre-test the researcher analyzed the data. The analysis showed that the mean of students' score in the experimental class was 56.25, the highest score was 76 and the lowest score was 32. The median score was 56 and variance was 178.516. In control class the mean was 47.00, the highest score was 68 and the lowest score was 28. The median score was 48 and variance was 125.935.

2. Result of Post-test

After experimental and control class got the treatment in three meetings, the researcher gave post-test to the students. The researcher conducted the post-test in order to see whether the students' score increased or not. The post-test was administered on August, 6th Wednesday 2018 both experimental and control class.

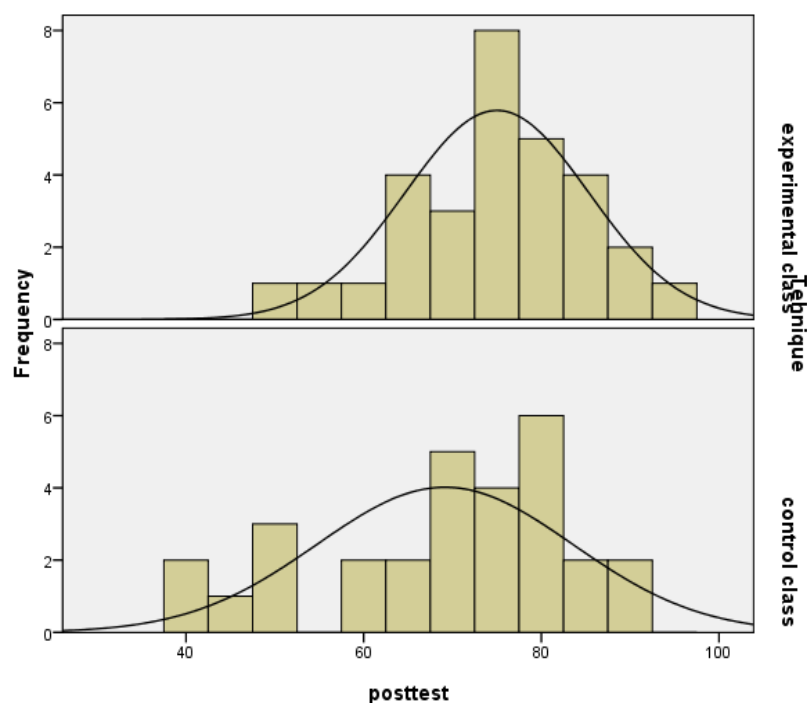


Figure 2
The result of posttest in experimental class

Based on score that was gotten from post-test, the researcher analyzed the data. The analysis showed that the mean of the students' score in the experimental class was 70.25, the highest score was 88 and the lowest score was 56, the median score was 70 and variance was 94.903. In control class the mean was 63.88, The

highest score was 84 and the lowest score was 48. The median score was 64 and and variance was 109.919. It can be concluded that the score in experimental class was increased and score in control class was not increased.

3. Gain score

The researchr got gain score from posttest score - pretest score. Gain score used to analyze normality, homogeneity and independent T-test. If gain score in this manner possitive indicates that posttest score was higher than pretest score, a negative gain score indicates that posttest score was less than pretest score.

This is detail score pre-test, post-test, and gain score in expermental class and experimental class. 56.25, the highest score was 76 and the lowest score was 32. The median score was 56 and variance was 178.516. In control class the mean was 47.00, the highest score was 68 and the lowest score was 28. The median score was 48 and variance was 125.935. 70.25, the highest score was 88 and the lowest score was 56, the median score was 70 and and variance was 94.903. In control class the mean was 63.88, The highest score was 84 and the lowest score was 48. The median score was 64 and and variance was 109.919.

4. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not. In this case, the researcher used

statistical computation by using SPSS (*Statistical Package for Social Science*) to calculate normality test.

The Hypothesis for the normally test were formulated as follows:

H_o = the data are normally distributed

H_a = the data are not normally distributed

The criteria for normally test as follows:

H_o accepted if $Sig. > \alpha$

H_a accepted if $Sig. < \alpha$

Table 4
Normality of the Control class and Experimental class

Tests of Normality							
Technique		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental	.114	32	.200	.947	32	.120
	Control	.154	32	.152	.929	32	.038
*. This is a lower bound of the true significance.							

a. Lilliefors Significance Correction

Based on the Table 3.1, it could be seen that the P_{value} (*Sig*). for experimental class was 0.200 for Kolmogorov-Smirnov^a and 0.120 for Shapiro-Wilk. While *Sig.* for control class was 0.052 for Kolmogorov-Smirnov^a and 0.038 for Shapiro-Wilk. Because *Sig* (P_{value}) of experimental class $> \alpha = 0.05$ it means for control class $> \alpha = 0.05$ it means H_a is rejected. So, it can be concluded that the data in experimental and

control class have normal distribution. It was calculated based on the gain of the experimental and control class.

5. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this case the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) to calculate homogeneity test by employing Levene test.

The hypothesis for the homogeneity test were formulated as follows:

H_o = the variances of the data were homogeneous.

H_a = the variances of the data were not homogeneous.

While the criteria of acceptance or rejection of homogeneity test are as follows:

H_o accepted if $\text{Sig.} > \alpha = 0.05$

H_a accepted if $\text{Sig.} < \alpha = 0.05$

Table 5
Homogeneity of Experimental Class and Control Class

Test of Homogeneity of Variances			
score			
Levene Statistic	df1	df2	Sig.
.361	1	62	.550

Based on the Table 3.2, it can be seen that *Sig.* (P_{value}) based on mean was 0.550, and $\alpha = 0.05$. It means that *Sig.* (P_{value}) $> \alpha$ and H_0 is accepted. So, it can be concluded that the data have same variance or homogenous.

6. Result of Hypothetical Test

After the researcher calculated the normality and homogeneity test, the researcher would calculate the hypothetical test by using independent sample t-test by using computation of SPSS (*Statistical Package for Social Science*).

The hypotheses were:

H_0 : There is no any significant influence of using Bingo game towards students' vocabulary mastery at eighth grade students of SMPN 1 Bandar Lampung in the academic year of 2018/2019.

H_a : There is significant influence of using Bingo game towards students' vocabulary mastery at eighth grade students of SMPN 1 Bandar Lampung in the academic year of 2018/2019.

The criteria of the hypothetical test as follows:

H_0 was accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$.

H_a was accepted, if the score of $t_{\text{observed}} < t_{\text{critical}}$.

In this case, the researcher used the level of significant $\alpha = 0.05$

Table 6
Result of Hypothetical Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
score	Equal variances assumed	.361	.550	4.110	62	.000	10.875	2.646	5.586	16.164
	Equal variances not assumed			4.110	60.585	.000	10.875	2.646	5.583	16.167

Based on the results obtained in independent sample t-test in Table 4.10, that the value of significant generated $Sig. (P_{value}) = 0.000 < \alpha = 0.05$. It means that, H_a is accepted and H_o is rejected. Based on the computation, it could be concluded that there was significant influence of of using Bingo game towards students' vocabulary mastery at the first semester of eighth grade of SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019.

B. Discussion

From the calculation, it showed that students' post-test in experimental class was higher than in the control class.it means that Bingo Game influence students' vocabulary mastery. Moreover, it is along with the previous research done by Munawaroh that Bingo Game effective to teach vocabulary using Bingo Game towards students' vocabulary mastery.

Meanwhile, according to Smith Bingo game is an effective way to help students review vocabulary words as well as learn new words. In addition Kavaliuskiene adds that Bingo game is an ideal tool in assessing and teaching English especially vocabulary. Therefore, Bingo Game is one of teaching techniques for vocabulary can be adjusted to needs of the students in improving students' vocabulary mastery.

Related to Bingo Game, munawaroh as previous researcher had conducted this game in teaching vocabulary. In her research, she said that Bingo Game could significant difference in the vocabulary score before teaching using bingo and after teaching using bingo game. Another research done by Febriyansyah she also applied Bingo Game in teaching vocabulary. She states that Bingo Game could improved students vocabulary mastery after being taught using Bingo Game. The students' vocabulary mastery improved and was significantly better than before teaching using Bingo Game. So, it is clear that Bingo Game could improve students' vocabulary mastery.

There were some differences and similiarities between previous research and present research. in the first previous research done by Febriansyah, the research had been done at grade X of SMAN 4 Purworejo describing historical places as a material. The research done by Munawaroh the effectiveness of bingo game towards students' vocabulary on the fifth graders of IAIN Tulungagung and using introducing oneself and other as a material. Meanwhile, in this research the researcher

conducted the research at SMP Negeri 1 Bandar Lampung and focused on describing People, Animal, and Place. Because it is accordance with the syllabus for SMP and taught at the first semester of the Eighth grade of SMP Negeri 1 Bandar Lampung.

Bingo Game has influence Students' vocabulary mastery. there were some reason why students' vocabulary mastery improved and was significantly better than before using Bingo game. It might due to in Bingo Game the students get more

however in doing the research found some problem such as; the students were very noisy when



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was conducted in SMP Negeri 1 Bandar Lampung in the academic year of 2018/2019, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. The researcher assumption that Bingo Game can give a significant influence towards students' vocabulary mastery at the eighth grade of SMP N 1 Bandar Lampung in the academic year of 2018/2019. The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means H_0 is rejected and H_a is accepted

B. Suggestion

Based on the conclusion above, the researcher put forward the following suggestions:

1. For the teacher
 - a. It is better to use Bingo game as one of technique to help the students in teaching learning vocabulary, since the students not only can enrich their vocabulary by developing the words but also make their active and enjoyable in the process teaching learning English.

b. The teacher should be able to choose the appropriate game according to the skills and materials that are going to teach to the students.

2. For the students

a. It is suggested that vocabulary is an important thing in learning language because without vocabulary nothing can be conveyed. So they should master vocabulary in order to make English learning easier.

b. Students can try using Bingo game to learn English together with friends in different skill.

c. The students must be active and have motivation to learn and practice their English at school or out of school.

3. For the other Researchers

It is suggested for the next researchers to investigate the influence of using other technique to teach vocabulary. Therefore, the result will be more applicable in a other level. The researcher hopes there will be some corrections and critics from the other researchers who read and investigate this thesis.

